

**INSTRUCTIONAL DESIGN FOR TEACHING OF SPEAKING SKILL TO  
THE EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 4  
SURAKARTA : A NATURALISTIC STUDY**



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**SCHOOL OF TEACHER TRAINING AND EDUCATION**

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INSTRUCTIONAL DESIGN FOR TEACHING OF SPEAKING SKILL TO  
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SURAKARTA IN 2015/2016 ACADEMIC YEAR

PUBLICATION ARTICLE

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## TESTIMONY

Hereby the researcher testifies that in this research there is no plagiarism of the previous studies which have been raised to get bachelor degree of a certain university. Besides, there are no opinions or masterpieces which have been written or published by the writer except those in which the writings are mentioned in bibliography and literary review.

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EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 4 SURAKARTA IN  
2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengamati *instructional design* dalam keterampilan berbicara di kelas delapan SMP Muhammadiyah 4 Surakarta pada tahun ajaran 2015/2016. Tujuan dari pengamatan ini untuk menggambarkan *instructional design* dalam proses belajar mengajar keterampilan berbicara di SMP Muhammadiyah 4 Surakarta. Dalam penelitian ini, ada delapan komponen *instructional design* dalam pengajaran keterampilan berbicara yaitu: (1) Tujuan Pembelajaran. (2) Tatacara Pembelajaran. (3) Teknik Pembelajaran. (4) Materi Pembelajaran. (5) Peran Guru. (6) Peran Siswa. Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan deskriptif terutama naturalistik. Dalam penelitian ini, data diperoleh dari kegiatan, informan, dan catatan lapangan. Ada tiga teknik pengumpulan data, yaitu: observasi, wawancara dan analisa dokument. Teknik untuk menganalisis data adalah reduksi data, menunjukkan data, dan kesimpulan. Hasil dari penelitian ini adalah: (1) Tujuan Pembelajaran yaitu tujuan pembelajaran secara umum dan tujuan pembelajaran tertentu dalam mengajar keterampilan berbicara. (2) Tatacara Pembelajaran yang digunakan adalah Eksplorasi, Elaborasi, Konfirmasi. (3) Teknik Pembelajaran yang digunakan dalam mengajar keterampilan berbahasa adalah tanya jawab, diskusi, bermain peran, memberikan umpan balik dan meringkas. (4). Jenis materi pembelajaran yaitu materi yang cetak dan materi non-cetak yang membandingkan baik cetak dan sumber non-cetak sebagai bahan akses dan materi di internet. Peran materi pembelajaran adalah sebagai sumber untuk presentasi, sumber kegiatan untuk praktek belajar dan interaksi komunikatif (5) Media yang digunakan oleh guru yaitu gambar dan LCD. (6) Peran guru bahasa Inggris adalah sebagai fasilitator, organizer, motivator, peserta, pengamat. (7) Peran siswa yaitu siswa sebagai pemantau dan evaluator perkembangannya sendiri, siswa sebagai anggota dari kelompok dan belajar dengan berinteraksi dengan orang lain, siswa belajar lebih dari guru, dari siswa lainnya dan sumber pembelajaran lainnya. (8) Penilaian guru terhadap siswa yaitu guru mengevaluasi melalui memberikan tanggapan dan pertanyaan kepada siswa.

Kunci: *Instructional Design*, Proses Belajar Mengajar, Keterampilan Berbicara.

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**ABSTRACT**

*This research is aimed at observing the instructional design on teaching speaking skill to the eight grade students of SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year. The objective of the study is to describe instructional design in teaching learning process of speaking skill at SMP Muhammadiyah 4 Surakarta. In this research, there are eight components of instructional design in teaching speaking skill that the researcher analyze, namely: (1) Learning Objective. (2) Classroom Procedure. (3) Classroom Technique. (4) Instructional Material. (5) Media (6) Teacher Role. (7) Student Role, (8) Assessment. The type of the study is descriptive qualitative research especially naturalistic approach. In this research, the data derived from event, informant, and field note. There are three techniques of collecting data, namely: observation, interview and documentation. Techniquesforanalyzing data are reduction of the data, display of data, and conclusion. The results of the study are: (1) Thereare general learning objective and specific learning objective in teaching speaking skill. (2) Classroom procedure used Exploration, Elaboration, Confirmation. (3) Classroom techniques used in teaching speaking skill are question and answer, discussion, role-play, giving feedback and summarizing. (4). The kind of instructional materials printed and unprinted material that compare both print and non-print source as access material and material on the internet. The role of instructional material are as a resource for presentation, a source of activities for learner practic and communicative interaction (5) Media used by the teacher in teaching speaking skill are picture and LCD. (6) The English teacher roles are as facilitator, organizer, motivator, participant, observer. (7)) The learner roles are as the leaner is monitor and evaluator of his or her own progress, the learner is a member of a group and learning by interacting with others, the leaner learns from the tacher, from Other Students and other Teaching Sources. (8) Assessment for teaching speaking is that the teacher used is answer and question.*

**Keywords:** Instructional Design, Teaching learning Process, Speaking Skill

## **A. Introduction**

Fauziati (2010:15) explains about the goal of teaching speaking skills, the goal of teaching speaking skill is communicative efficiency. This means that all learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication.

English teacher in Junior High School especially SMP Muhammadiyah 4 Surakarta has different way to make their students study or get more understanding to improve their ability especially English subject. English becomes the favorite subject in SMP Muhammadiyah 4 Surakarta also it has different program to provide the students English ability. In this program SMP Muhammadiyah 4 Surakarta make the different class, it called Excellent class. Excellent class consist of some students that have more ability about English. There are three classes in Excellent class such 7A, 8A, and 9A. The purpose of Excellent class is all of the students get opportunity to learn English more, such as three times in a week they get extra English class. The students improve and study about English include learning all of the language skill, and the favorite section in teaching English is Speaking. With the Excellent class at SMP Muhammadiyah 4 Surakarta, it provides many benefits for students in learning English. Then the students can be more confident and motivated in using the English vocabulary in Conversation. Moreover, the students also have the awareness to be able to speak and understand in English. The teacher uses various of techniques to make students included in speaking section of English class. The researcher necessity to conduct such a research in order to know whether the instructional design in teaching speaking activity at SMP Muhammadiyah 4 Surakarta. Based on the case above, the researcher tries to conduct research which is related to instructional design in teaching English speaking to the eight grade students in SMP Muhammadiyah 4 Surakarta entitled

instructional design for teaching of speaking skill to the eight grade students of smp muhammadiyah 4 surakarta: naturalistic study.

There are some previous researches on some analysis. The first is Nuryati's work research that has title "*Teaching Speaking Class by Native speaker for the first semester students of English Department of Muhammadiyah University of Surakarta in 2011/2012 academic year.*". Her research's aims are to describe the teaching speaking by native speaker and problem faced by the native speaker in teaching speaking for the first semester students of English Department of Muhammadiyah University of Surakarta.

The second researcher is Hudani's work that has title "*Technique of teaching speaking at the sixth grade students of SDN Cempaka Baru 05 Pagi Jakarta Pusat in 2012/2013 academic year.*". She writes this research to describe teaching techniques of speaking to the sixth year students of SDN Cempaka Baru 05 Pagi Jakarta Pusat.

The third research is Rahmi's work entitled "*A Descriptive study on teaching speaking at the eight grade for excellent program of MTSN 1 Surakarta in 2013/2014 academic year.*". This research paper describing the implementation of teaching speaking at the eight grade for excellent program of MTSN 1 Surakarta in 2013/2014 academic year, the method used by the teacher, the techniques used by teacher, the problem faced by the teacher and students, and the strategies implemented by the teacher to overcome the problem.

The fourth research is conducted by Ayun's work that has title "*A Descriptive study on teaching speaking to the tenth grade student of automotive class at SMK Muhammadiyah 1 Blora in 2013/2014 academic year.*". The research is to describe the process of teaching speaking to the tenth grade and the strength and weakness of the techniques applied in teaching speaking to the tenth grade student of automotive class at SMK Muhammadiyah 1 Blora in 2013/2014 academic year.

The fifth research is made by Putri entitled "*Instructional design for the teaching of speaking skill at SMP Muhammadiyah 10 Surakarta in*



2015/2016 academic year". This research conducted to know the implementation of the instructional design for the teaching speaking to the eight grade students in SMP Muhammadiyah 10 Surakarta.

This research the researcher focuses on the instructional design for teaching of speaking skill at eight grade students of SMP Muhammadiyah 4 Surakarta. Based on the phenomena above, this research aims are to describe, (1) the learning objective, (2) classroom procedure, (3) classroom technique, (4) instructional material, (5) media, (6) teacher role, (7) learner role, (8) assessment.

## **B. Research Method**

In This research paper, the researcher utilize descriptive qualitative research. The researcher describes the instructional design for teaching skill to the eight grade in SMP Muhammadiyah 4 Surakarta in 2015/2016. This research focuses on the instructional design for the teaching speaking process in English class. This research includes naturalistic study. The subject of this research are the English teacher and the students of the eight grade A and C of SMP Muhammadiyah 4 Surakarta. The English teacher is Mrs. Henny Septinawati S. Pd. The total number of the students are 58 which consist of eight A and C students. The object of this research is Instructional Design for The Teaching of Speaking Skill at SMP Muhammadiyah 4 Surakarta which includes learning objective, classroom procedure, classroom technique, instructional material, media, teacher roles, student roles, assessment. The data of this research are interviews script of the English teachers and students of the eight grade and the field note from observation of teaching and learning of English in the class at SMP Muhammadiyah 4 Surakarta.

In this case, the method of collecting data are observation, the researcher directly observed in the classroom when teaching English happened and interview, the researcher took interview with the English teacher and

some students of the eight grade at SMP Muhammadiyah 4 Surakarta, and take documentation from the document which support the research.

The data are analyzed by using some techniques as suggested by Spradly (1980) in Sugianto (2009: 244). The researcher uses descriptive qualitative research three main components, namely: (1) reduction of the data (2) display of data, and (3) draw conclusion.

### **C. Discussion of Research Finding**

Based on the research finding, the researcher found the real process teaching English at SMP Muhammadiyah 4 Surakarta. Based on the research finding above, there are some components which researcher discussed in researcher finding. They are learning objectives, classroom procedures, classroom techniques, instructional material, media, teacher roles, student roles, assessment.

#### **1. Learning Objective**

From the data gotten from observation and interview in teaching English process at SMP Muhammadiyah 4 Surakarta, the objectives of English teaching can be viewed completely from KTSP Curriculum and syllabus. The objectives can be divided into two objectives, there are general objective and specific objective.

##### **a. General Objective**

The researcher knows that general learning objective in teaching English can be viewed in KTSP Curriculum that is to develop the ability to communicate in English both in spoken and written form to deal with the development of science and technology in facing the globalization era. In the finding of the researcher, it found that the students in SMP Muhammadiyah 4 Surakarta try to use English to communicate with their friends when teaching learning activity is already happen. Although they still use both of English and Indonesian. But over all, they are try to practice to speak English everyday.

The researcher compares to previous findings, that will be different with Putri (2015). The previous finding in Putri's research (2015) is the objective of teaching speaking are divided into two. The general objective is to develop the speaking skill of the learner communicative competence which includes the knowledge about how to use English appropriately in communicative situation.

#### b. Specific Objective

The researcher find the specific learning objective of speaking English can be viewed in interview with teachers at SMP Muhammadiyah 4 Surakarta, that the goal is student can understand and know how to use English for communication. It focuses on students how English is use. It found that the students in SMP Muhammadiyah 4 Surakarta try to use English to make conversation and communication with their friends by using English for practicing their speaking skill. In the finding of the researcher, it found that the students in SMP Muhammadiyah 4 Surakarta try to use English to make some conversation and try to communicate with their friends by using English for practice their speaking skill.

The researcher compares to previous findings, that will be different with Putri (2015). The previous finding in Putri's research (2015) is the objective of teaching speaking are divided into two namely general and specific objective. Then the specific objective is students can use English to make a simple transactional and interpersonal conversation to interact with their environment.

## **2. Classroom Procedure**

In teaching learning activity the teachers used same procedure. In procedure of the teaching learning activity, between the students and the teacher do some activities. The teacher use EEC (Exploration, Elaboration, Confirmation) by Indonesian version of 2006 curriculum's model. The

teacher used this stages in classroom in order to make students understand what the material that learned in a meeting.

According to Fauziati (2014: 161) Indonesian version of the curriculum, there are three step in process standard based on Education Ministry Regulation No. 19 of 2005. The steps as follow: Exploration Exploration phase is an initial effort to build knowledge through increased understanding of a phenomenon (American Dictionary), explorative learning focuses on how knowledge is transferred, understanding, and interpretation; thus there should be involvement of students to broaden, deepen, or compile information on the initiative. Elaboration, the teacher should introduce a competing “scientific” conception to the students’ prior knowledge, this cycle should help students organize their information from the Exploration Phase. In elaboration, the teacher provides students with clear explanations and examples or model. Confirmation is intended to help students finish restructuring old knowledge structures, applying and transferring the new idea to new situations.

When the current research is compared with finding previous study is different with Putri (2015). She found the classroom procedure used by teacher is: first, engagement, exploration . Second engagement, explanation, and evaluation. Third, engagement, explanation, elaboration and explanation. Fourth, engagement, exploration, explanation, elaboration, and evaluation which is called 5E.

Based on the previous discussion, the reseacher concludes that SMP Muhammadiyah 4 Surakarta used one procedure in teaching learning activity namely EEC (Exploration, Elaboration, Confirmation) by Indonesian version of 2006 curriculum’s model.

### **3. Classroom Technique**

According to Fauziati (2010) the technique of teaching speaking is aim to stimulate discussion and information-trading transaction. The classroom techniques which bear these criteria are role playing, games, problem-solving, songs and discussion. The researcher conclude that the

teacher using some techniques in teaching speaking in teaching learning process.

To compare with other researcher, it can be acquire that little bit similar with the finding from Putri (2015) which showed that the classroom technique used by teacher are as follows: question and answer, discussion, role playing, games, giving feedback, and summarizing.

Based on reseacher observation, the teacher used some techniques in teaching speaking skill that used in SMP Muhammadiyah 4 Surakarta such as question and answer, discussion, role play, giving feedback and summarizing.

#### **4. Instructional Materials**

Based on the research finding, instructional material generally is the source of learning, instructional material is all materials support the language teaching and learning process to achieve the goal of the teaching learning itself.

##### **a. Kind of Instructional Materials**

Richard (2001: 208) instructional material may take the form such as: (a) Printed misterial such as book, worksheet, workbook. (b) Unprint material such as cassette or audio material, videos, computer-based material. Material that comprises both print and non print source as sell access material and material on the internet. Futhermore, instructional material is to provide insight about whether specific material are aiding student learning.

Based on research finding, the researcher found some instructional materials that used in SMP Muhammadiyah 4 Surakarta. The English teacher use printed material such as book. The book is "English in Focus for Grade VIII". And Unprinted material such as picture and the other material which is taken from internet. Richard (2001) argued that Instructional material can taken from such as printed material such as book, textbook and uprinted material such as audio or video.

b. Role of Instructional Material

Richard and Rodgers (2001: 30) stated that “a particular design for an instructional system, may imply a particular set of roles for materials in supporting the syllabus, the teachers, and the learners”. The researcher summarize that there were some roles of instructional materials used in SMP Muhammadiyah 4 Surakarta. The roles of Instructional materials are (1) A resource for presentation, (2) A source of activities for learner practice and communicative interaction.

In the previous finding Putri (2015) at SMP Muhammadiyah 10 Surakarta that the material used by the teacher was generally taken from some sources based on the syllabus. The teacher used textbook published by Kemdikbud as the printed material. The teacher also takes material from both printed and nonprinted source as access material on the internet or other resources such as picture.

## **5. Media**

Media is such things that can be used to distribute the message from sender to receiver to stimulate the sense attention and the students' interest to build the teaching learning process. In the teaching learning process, there are some media used by the teacher. The teacher used picture and LCD as media when teaching learning process happens. Media can increase the students's interest in joining the class. The teaching learning process becomes more attractive and interactive.

Based on the observation, the researcher found the media used by teacher beside the teacher explained material orally, the teacher used picture and LCD.

It is little bit similar with the findings of Putri's work (2015) in SMP Muhammadiyah 10 Surakarta that explained the media used by the teacher at SMP Muhammadiyah 10 Surakarta are: picture, audio, video, and LCD. The researcher found that the teacher in SMP Muhammadiyah 4 Surakarta used picture and LCD.

## **6. Teacher Role**

Teacher has important role in teaching learning process, in every skill of English. Teacher has handle all of teaching learning process in the classroom especially speaking section. The major role of teacher in language teaching is to build the condition and to increase the teaching learning process.

Based on the observation, the researcher found that the teacher have important roles. Teacher as Fasilitator, means that the teacher's role is to help the students discover their own ways of learning in order to the students to work independently. The teacher acts as the organizer when student do various activities such as when students need information. Teacher as motivator means that teacher has important part for increasing students motivation. Teacher as participant when students discussion. Teacher acts as observer when he/she wants to observe what students do (especially in oral communicative activities) or when taking notes on students performance.

It is little bit similar with the findings of Putri's work (2015) in SMP Muhammadiyah 10 Surakarta that explained the teacher has some roles are facilitator, group organizer, motivator, and manager. The researcher found that the teacher in SMP Muhammadiyah 4 Surakarta has some roles in teaching learning activity such as facilitator, organize, assessor, participant and observer.

## **7. Learner Role**

Beside the teacher's role, the student's role is also important in the teaching learning activities. Student is the component of teaching learning process. The students are the subject not the object meaning that the students have important role in the classroom too, the teacher will express their opinion without limiting their freedom to chose and use the way they like. Teaching learning activities will be effective depends on the students interest.

Based on the observation and interview, the reseacher found the roles of students in SMP Muhammadiyah 4 Surakarta such as monitor and

evaluator of his or her own progress, the learner is a member of a group and Learning by Interacting with others, the learner Learns from the teacher, from Other Students and other Teaching Sources.

Johnson and Paulson (1976) in Richard and Rodgers (1985: 22) said that learners were seen as stimulus-responsive mechanism whose learning, Learner's role according to Richard there are four aspect, there are: (1) The learner is the planner of his or her own learning program and thus ultimately assumes responsibility of what he or she does in the classroom. (2) The learner is monitor and evaluator of his or her own progress. (3) The learner is the member of a group and learns by interacting with other. (4) The learner is a tutor of other learners. (5) The learner from the teacher, from other students and teaching sources. The researcher concludes that the students role in teaching speaking is suitable with the theory by Johnson and Paulson.

The researcher tries to compare the other researcher. In Putri finding (2015) the students have role as the subject in teaching speaking. The roles of students at SMP Muhammadiyah 10 Surakarta are as active participant, member of the group, learner's monitor and evaluator of their own progress.

## **8. Assessment**

Assessment is also an important aspect in teaching learning process which is very important to measure the student's ability. In teaching speaking, assessment is used to improve and know the achievement during teaching learning process. According to (Nakamura and Valens; 2001: 43-53). There are three different types of speaking test: (1) Monologue Speaking Test (presentation). (2) Dialogue Speaking Test (interview). (3) Multilogue Speaking Test (discussion and debating).

Based on the observation, The assessment of teaching speaking is giving feedback and answering question. The rating scale ranged between poor and good with the symbols from 1-4.



#### **D. Conclusion**

The researcher presents the conclusion of the English instructional design for teaching speaking skill to the the eight grade students of SMP Muhammadiyah 4 Surakarta.

SMP Muhammadiyah 4 Surakarta uses Indonesian version of the 2006 curriculum's model. It has two learning objectives in teaching speaking, namely general learning objective and specific learning objective. The general learning objective is based on curriculum of KTSP and the specific learning objective is based on syllabus and lesson plan for the eighth grade. Classroom procedures of teaching English at eight grade in SMP Muhammadiyah 4 Surakarta is divided into three steps namely exploration, elaboration and confirmation. The teaching learning process of English at eighth grade in SMP Muhammadiyah 4 Surakarta use some techniques in teaching speaking. They are question and answer, discussion, role-playing, feedback and summarizing. The material used by the English teachers of the eighth grade was generally taken from some sources based on syllabus. The teacher takes printed material from the books. Teachers also took non-printed materials from slide of power point which made before teaching in the class and took from the internet or other resources. In the teaching learning process, there are some media used by the teacher. The teacher used picture and LCD as media when teaching learning process happens. Media can increase the students's interest in joining the class. The teaching learning process becomes more attractive and interactive. The English teacher in SMP Muhammadiyah 4 Surakarta especially eight grade has complete role in the teaching learning activities. Teacher's roles in teaching English are as fasilitator, organizer, motivator, participant, observer. 1) Teacher as Fasilitator, means that the tacher's role is to help the students discover their own ways of learning in order to the students to work independently. 2) The teacher as the organizer when student to do various activities such as when students need information and others. 3) Teacher as motivator, teacher has important part for increasing students motivation. 4) Teacher as participant when students discussion. 5) Teacher as observer when he/she want to observe what students do (especially in oral communicative activities) or when taking notes on students perfomance. The student's role

of teaching speaking skill to the eighth grade of SMP Muhammadiyah 4 Surakarta was as The learner is monitor and evaluator of his or her own progress, the learner is a member of a group and learning by interacting with others, the learner learns from the teacher, from other students and other teaching sources. Assessment is also an important aspect in teaching learning process which is very important to measure the student's ability. In teaching speaking, assessment is used to improve and know the achievement during teaching learning process. The assessment of teaching speaking is giving feedback and answering question. The rating scale ranged between poor and good with the symbols from 1-4.

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